

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	DNMS	AS	DNMS	ES			
Sub-ratings	Sub-ratings				Points	Result	Sub-rating
	Elementary/Middle School Letter Grade				4	A	ES
	High School Grade Letter Grade				Not Applicable		

The Indiana State Board of Education awarded Paramount School of Excellence an **A** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

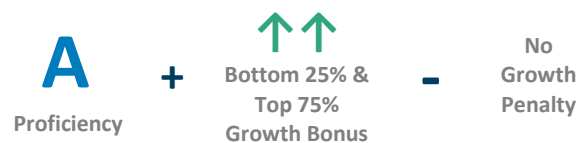
In Spring 2014, 87.3% of Paramount School of Excellence students passed the English/Language Arts portion of ISTEP+, while 87.4% of students passed the Mathematics portion.

In English/Language Arts, Paramount School of Excellence earned two bonus points for high growth in the Bottom 25% & Top 75% super subgroups. The school did not receive any penalties for low growth.

In Mathematics, the school earned two bonus points for high growth in the Bottom 25% and Top 75% super subgroups. The school did not receive any penalties for low growth.

State Accountability Results

English/Language Arts



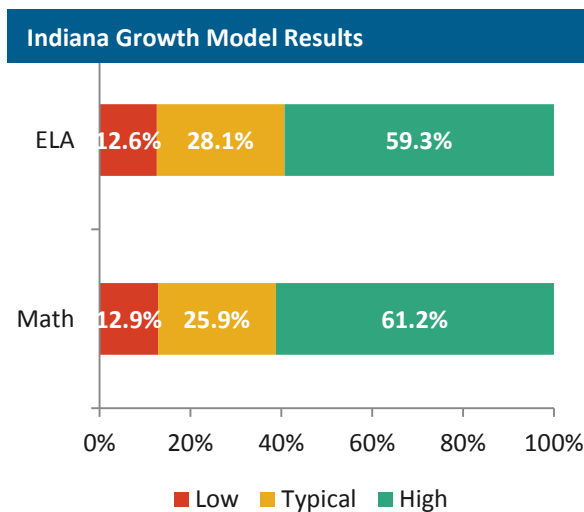
Mathematics



Based on its ISTEP+ proficiency levels and its bonuses and penalties, the school received an **A** for the 2013-14 school year and received an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	AS	MS	AS	ES			

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 87.4% of Paramount School of Excellence students made typical or high growth in English/Language Arts, while 87.1% made those gains in Mathematics.

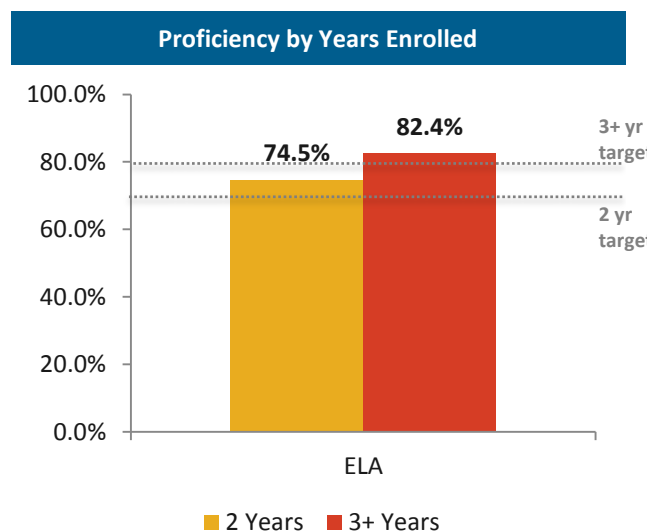
As shown in the table below, a weighted average across both subjects shows that 87.2% of students at Paramount School of Excellence made sufficient gains in 2013-14. Thus, the school received an **Exceeds Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	12.6%	28.1%	59.3%	87.4%
Math	12.9%	25.9%	61.2%	87.1%
Weighted Average				87.2%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			MS			

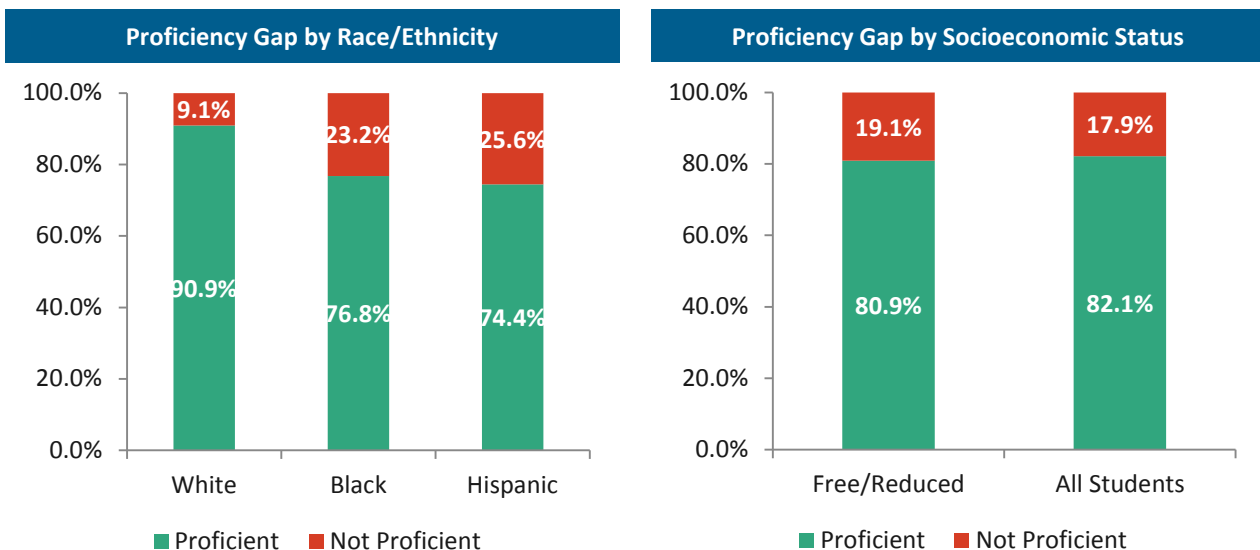
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Paramount School of Excellence for two years, 74.5% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 82.4% were proficient on both subjects. Thus, the school earned a **Meets Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			DNMS			

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socceconomic status. Disaggregated performance for Paramount School of Excellence is captured below.



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While 82.1% of all Paramount School of Excellence students were proficient, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Hispanic student proficiency, resulting in a difference of 16.6%.

However, in order to report a proficiency level for a subgroup, the school must enroll more than 30 students in that subgroup. OEI was unable to examine socioeconomic subgroups, as Paramount did not enroll enough students in more than one socioeconomic subgroup.

Overall, though, the 16.6% difference in Racial groups, led to Paramount School of Excellence receiving a **Does Not Meet Standard** on the OEI performance framework for the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			MS			
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					95.3%	MS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Paramount School of Excellence has an aggregate attendance rate of 95.3%, although there are a few grade levels that dip below the 95% standard. Due to its aggregate rate, though, Paramount School of Excellence receives a **Meets Standard** on the OEI performance framework.

Attendance by Grade Level

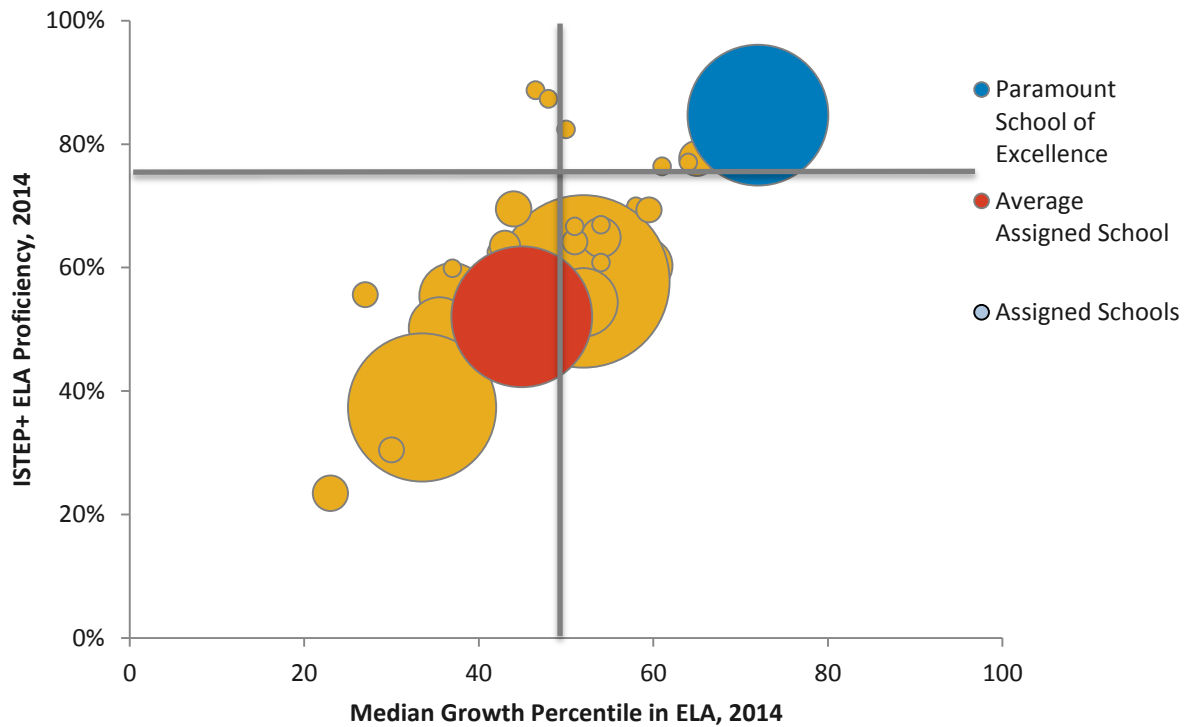
Kindergarten	92.5%	✗
1 st Grade	92.7%	✗
2 nd Grade	93.1%	✗
3 rd Grade	93.3%	✗
4 th Grade	99.9%	✓
5 th Grade	94.3%	✓
6 th Grade	100%	✓
7 th Grade	100%	✓
8 th Grade	100%	✓
Overall Average	95.3%	✓

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	AS	MS	AS	ES			

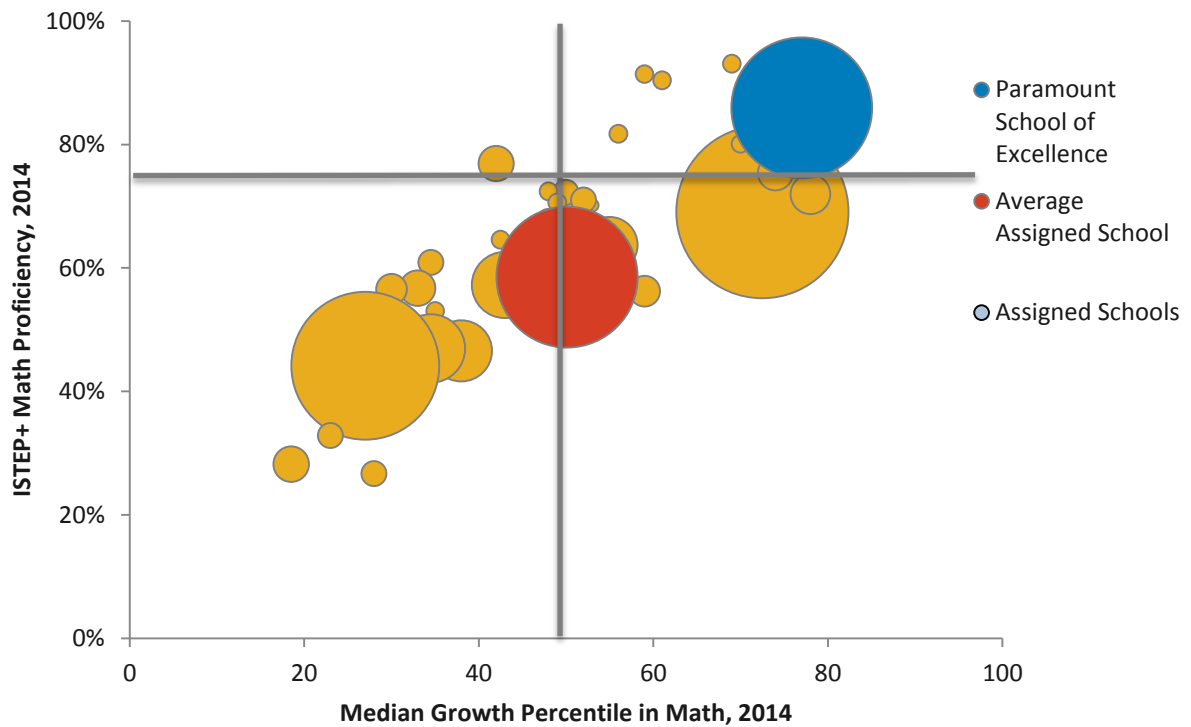
The Office of Education Innovation compared the performance of Paramount School of Excellence to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Paramount School of Excellence. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Paramount School of Excellence students.

As shown below, Paramount School of Excellence students' overall proficiency outpaced that of their peers in English/Language Arts. Paramount School of Excellence students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Paramount School of Excellence students' overall proficiency outpaced that of their peers in Math. Paramount School of Excellence students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Paramount School of Excellence students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2013-14 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not evaluated			ES			
School-specific Information	Goal					Result	Rating
	Earn a "Meets Standard" on Indicator 1.1					ES	ES
	Earn a "Meets Standard" on Indicator 1.2.					ES	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Paramount School of Excellence set its first goal around its main school improvement focus, it's state accountability grade. As reflected by the rating on Indicator 1.1, Paramount School of Excellence received an A, earning an **Exceeds Standard** on its first goal.

Paramount School of Excellence set its second goal around a subsequent school improvement effort, its students growth on ISTEP+. As reflected by its rating on Indicator 1.2, the school completed the requirements for this goal, earning an **Exceeds Standard** on its second goal.

Overall, Paramount School of Excellence received an **Exceeds Standard** on the OEI performance framework for this indicator.

School Mission Statement

Inspire learning through an unparalleled academic approach. Transform communities by changing lives.